

Weekly Plan Class 5 Asia w/c 21.2.22	<u>Monday</u> Spelling log words and homophones: cont to practise.	<u>Tuesday</u> T4 W1 words: or sound spelt or. Glue in list. Look up definitions.	<u>Wednesday</u> Pyramid words	<u>Thursday</u> Missing vowels/spiral	<u>Friday</u> Own choice of practice.
<b>Staggered arrival</b> 8.40-8.50	<b>SPELLING ACTIVITIES AND READING</b>	<b>SPELLING ACTIVITIES AND READING</b>	<b>SPELLING ACTIVITIES AND READING</b>	<b>SPELLING ACTIVITIES AND READING</b>	<b>SPELLING ACTIVITIES AND READING</b>
8.55	<u>Registers and notices</u>	<u>Registers and notices</u>	<u>Registers and notices</u>	<u>Registers and notices</u>	<u>Registers and Notices</u>
9.00 - 10.10	<p><b>MATHS</b></p> <p>Recap on equivalent fractions and improper/mixed as starter all this week</p> <p><u>Compare and order fractions less than 1</u></p> <p>What is larger: <math>\frac{1}{4}</math> or <math>\frac{3}{4}</math>? Why?</p> <p>What about <math>\frac{1}{5}</math> or <math>\frac{1}{4}</math>? Ensure all understand, showing fraction box and more examples if necessary.</p> <p>What about <math>\frac{1}{4}</math> or <math>\frac{3}{8}</math>? How can we compare? Model changing both to same denom, step by step.</p> <p>They try <math>\frac{3}{5}</math> and <math>\frac{7}{10}</math>. What about <math>\frac{1}{3}</math> and <math>\frac{4}{5}</math>? What can we do here?</p> <p>Try: <math>\frac{3}{5}</math> and <math>\frac{4}{6}</math>, <math>\frac{1}{4}</math> and <math>\frac{2}{6}</math></p> <p>TyM p.55</p>	<p><b>MATHS</b></p> <p>Recap on equivalent fractions and improper/mixed as starter all this week</p> <p><u>Compare and order fractions less than 1 (part 1. Up to question 4)</u></p> <p>Slides and book p.30</p> <p><a href="#">Spr5.5.3 - Compare and order fractions less than 1 (first part of worksheet) on Vimeo</a></p> <p>Ext: ordering fractions sheet</p>	<p><b>MATHS</b></p> <p>Recap on equivalent fractions and improper/mixed as starter all this week</p> <p><u>Compare and order fractions less than 1 (part 2. Rest of section)</u></p> <p>Slides and book p.30</p> <p><a href="#">Spr5.5.4 - Compare and order fractions less than 1 (second part of worksheet) on Vimeo</a></p> <p>Ext: ordering fractions next sheet</p>	<p><b>MATHS</b></p> <p>Recap on equivalent fractions and improper/mixed as starter all this week</p> <p><u>Compare and order fractions greater than 1 (part 1. Up to question 4)</u></p> <p>Slides and booklet p.34</p> <p><a href="#">Spr5.5.5 - Compare and order fractions more than 1 (first part of worksheet) on Vimeo</a></p> <p>Ext: ordering fractions greater than 1 worksheet</p>	<p><b>BIG MATHS</b></p> <p>Equivalent fractions SATs questions: questions 1-3. Independently answer then go through</p> <p><b>MATHS</b></p> <p><u>Compare and order fractions greater than 1 (part 2. Rest of section)</u></p> <p>Slides and booklet p.34</p> <p><a href="#">Spr5.6.1 - Compare and order fractions more than 1 (second part of worksheet) on Vimeo</a></p> <p><b>MUSIC ASSEMBLY AT 10</b></p>
10.10 - 10.30	<b>ASSEMBLY (on Teams) at 10</b>	<b>ASSEMBLY (on Teams)</b>	<b>ASSEMBLY</b>	<b>ASSEMBLY (planned and emailed by KS2 team on rota)</b>	
10.30 - 10.45	<u>Break time</u>	<u>Break time</u>	<u>Break time</u>	<u>Break time</u>	<u>Break time</u>
10.45 - 12.00	<p><b>ENGLISH</b></p> <p>'Cold' spelling task: set 4</p> <p>Go through T4 W1 spellings: words with or sound spelt or.</p> <p><u>I can work out the meaning of new vocabulary by context</u></p> <p>Show children the front cover of the book – what might it be about? Draw children's attention to the title? Discuss what 'clockwork' might refer to. Give children 5 minutes to create a semantic map – detailing all the vocabulary and ideas they have that link to the word 'clockwork' (Resource 1a on board as model). Read the blurb and discuss the idea of stories being 'wound up' and having a life of their own – link to their own writing.</p>	<p><b>ENGLISH</b></p> <p><u>To write a summary</u></p> <p>Finish part one.</p> <p>Introduce term precis and how short summary of text. Show children the second paragraph of part 1. (SAVED) What are the key points? (The when and where) Can they now write a short sentence to summarise this? For example: The story begins on a winter's night in the busy White Horse Tavern. Next give the children time to re-read their own copy of Fritz's story from the beginning (page 21) to the point at which the Prince's arm falls still (on page 25). <b>SAVED</b> Focus in on author's vocab choices and repetition. Write down some key vocab.</p>	<p><b>ENGLISH: early lunch at 11.45</b></p> <p><u>To create a mood in writing</u></p> <p>Re-read the opening of Part One and ask the children to imagine they have just arrived in Glockenheim. What can they see? Smell? Taste? Is the town busy? How do they feel? Now ask the children if they have ever written a postcard before? When? Why? What information did they include? Show children an example of a postcard and together write a 'Success Menu' (criteria) to remind them of the features and things they need to incorporate. This could include: space in the right-hand corner for a stamp; address of recipient; key information; presented</p>	<p><b>ENGLISH</b></p> <p><u>To analyse features of persuasive texts</u></p> <p>Show children a picture of the Great Clock from page 14. Ask them to record any persuasive, appealing phrases they can think of about it (Resource 4a). For example: magnificent, towering, the best clock in the whole of Germany. Now show the children the text on page 14 (SCAN IT) and ask them to underline any appealing, persuasive language. Tell the children that today they are going to write a persuasive travel brochure, with the aim of enticing people to come to Glockenheim for the unveiling of</p>	<p><b>ENGLISH</b></p> <p><u>To write persuasively</u></p> <p>ON FLIPCHART HAVE BOXED UP SECTIONS READY. PLANNING SHEET Recap on what already done – look back at examples from yesterday. Going to write a persuasive brochure. Plan sections, using vocab already gathered.</p> <p>Model to children how to begin to write a travel brochure, using the ideas generated in discussion (Resource 4b is an example).</p> <p>Begin to write when ready.</p>

	<p>When they write stories, do the characters take over? Does the action seem to come to life? Draw children's attention to the fact that this story can be classified as a 'gothic fantasy'. Gothic fantasies and stories often include the following features: wild/remote places, dark/spooky settings, mysterious characters, family curses, secrets, madness etc.</p> <p><b>Read the Preface. (Photocopied versions in books). Underline unfamiliar vocab to make a glossary. Can we work out the meanings before we look in a dictionary? How?</b></p> <p>Whilst reading the preface ask the children: Can you think of any other stories about destiny? Can you think of any other stories in which once decisions were made and actions were set in motion, nothing could change the unavoidable outcome? Who controls the outcome of a story – the author or the characters?</p> <p>Read part 1 to a suitable place!</p>	<p>Underline key nouns and verbs which they believe will help them to retell this story section concisely. Remind the children that a precis must: be written in their own words; be about 1/3 of the length of the original passage; contain all the key points.</p>	<p>in note-form</p> <p>Ask the children to imagine they have just arrived in Glockenheim to see the unveiling of the new clockwork statue. Model to the children how to turn their rough ideas into a postcard, ensuring they refer to the setting, characters and atmosphere.</p> <p>For example: Hi Mum, Have arrived safely in Glockenheim. Very busy and freezing cold. Snow is blowing down from the mountains and wind is howling – you wouldn't like it! Am staying at the local tavern – room is simple but it's warm and the food is good. Lots of interesting people here, anyone who's anyone seems to be here to see the unveiling of the new clockwork figure. Haven't had a chance to see the Great Clock yet as arrived late and too dark. Am off now to sit by the fire and listen to Fritz (cheerful looking chap) read one of his new stories tonight. Everyone's very excited, except Karl who seems very gloomy and fed up! Hope you're well, see you soon!</p> <p>Use <b>postcard writing template</b>.</p> <p><b>Reflect: what mood have you conveyed? How? Could you write in the opposite mood?</b></p>	<p>the new clockwork figure. Show the children example of travel brochures (Austria). <b>Find examples of key features.</b> Can children create a 'Success Menu' (criteria) of things they need to include? For example: questions at the beginning to engage the reader; emotive/appealing language; rhetorical questions; statistics (99% of customers who have visited...have been happy with their stay); beautiful imagery; things to do and see; sub-headings with alliteration; maps/diagrams; personal pronouns etc.</p> <p>Display the following headings on the board and ask the children to come up with enticing/persuasive vocabulary and phrases. For example:</p>	
12.00-12.30	LUNCH OUTSIDE : COLLECTED BY ALLOCATED STAFF FOR WEEK	LUNCH OUTSIDE : COLLECTED BY ALLOCATED STAFF FOR WEEK	LUNCH OUTSIDE : COLLECTED BY ALLOCATED STAFF FOR WEEK	LUNCH OUTSIDE : COLLECTED BY ALLOCATED STAFF FOR WEEK	LUNCH OUTSIDE : COLLECTED BY ALLOCATED STAFF FOR WEEK
12.30 - 13.00	LUNCH IN HALL	LUNCH IN HALL	LUNCH IN HALL	LUNCH IN HALL	LUNCH IN HALL
13.00 - 13.15	CLASS GUIDED READING: Reading Daily powerpoint. Spring Term A slides 3, 4 and 6	CLASS GUIDED READING Daily powerpoint. Spring Term A slides 6,7,8	CLASS GUIDED READING:	CLASS GUIDED READING Daily powerpoint. Spring Term A slides 9,10	PPA COVER: ART & PSHE
13.15 - 14.55	<p><b>SCIENCE</b></p> <p><u>To investigate reversible and irreversible changes</u></p> <p>Vocab: reversible, irreversible</p> <p>Reversible or not?</p> <p>Watch <a href="https://www.bbc.co.uk/bitesize/clips/z9wkjxs">https://www.bbc.co.uk/bitesize/clips/z9wkjxs</a></p>	<p><b>RE</b></p> <p><u>BIG QUESTION: WHAT DID JESUS DO TO SAVE HUMAN BEINGS?</u></p> <p>Vocab sheet. Cover sheet. Answer question.</p> <p>Frieze. Look at incarnation and salvation sections.</p> <p><b>Vocab: salvation</b></p>	<p><b>TENNIS</b></p> <p><b>GEOGRAPHY</b></p> <p><u>GUIDED READING GROUP OUT WITH JC</u></p> <p><u>Why is fair trade fair?</u></p> <p>Cover and vocab sheet</p> <p><u>Why was this road so important 2000</u></p>	<p><b>COMPUTING</b></p> <p><u>Video editing</u></p> <p><u>Lesson 1: what is video?</u></p> <p>Follow plan for lesson 1 (unplugged)</p> <p><b>Project evolve: Health, well-being and lifestyle</b></p> <p><a href="https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/7-11/i-can-describe-">https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/7-11/i-can-describe-</a></p>	

<b>Setting/Landscape</b> A wintry wonderland Stunning, icy scenery Magnificent mountains Be sure to wrap up warm	<b>Tavern</b> Warm Cozy Inviting Clear rooms Roaring fire Steaming plates of food	<b>Great Clock</b> Magnificent Towering Most complex clock in the whole of Germany Intricate	<b>Other things to see and do</b> Listen to our very own story teller Sleigh rides
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	<p>Ppt. (Twinkl)</p> <p>Pics as on Twinkl: sort into correct columns</p> <p>Bicarb and acid: discuss and demo. Reversible? Explain can do warm milk and vinegar too.</p> <p><b>Introduce filter paper. Model how to fold. (NEED FUNNELS!) What are they used for? How could this be useful if separating mats. Compare to sieving.</b></p> <p><b>If time, discuss evaporation.</b></p> <p><a href="https://www.youtube.com/watch?v=uAWuS6VCM">https://www.youtube.com/watch?v=uAWuS6VCM</a></p>	<p>FOLLOW SALVATION EMAIL FOR DISCUSSION ABOUT TOPIC.</p> <p>What do you remember about the last weeks of Jesus' life? Discuss then flipchart.</p> <p><a href="https://request.org.uk/restart/2014/04/16/jesus-2/">https://request.org.uk/restart/2014/04/16/jesus-2/</a></p> <p>Watch the above and add/annotate to the list.</p> <p>Artwork for stations of the cross (in folder). Resource sheet 1A and they try to match the image to their cards.</p> <p><b>PHOTOS FOR BIG BOOK OF THEM RECREATING EACH STAGE.</b></p> <p>Ppt about stations of the cross and vid</p> <p><a href="https://www.youtube.com/watch?v=j0qv7c4PsrA">https://www.youtube.com/watch?v=j0qv7c4PsrA</a></p> <p><a href="#">Heaven and Earth - YouTube</a></p> <p><b>MUSIC (2.05 - 3)</b></p>	<p><b>years ago?</b></p> <p><b>What is trade and why are trade routes important?</b></p> <p>Map with tropics. Ppt explaining.</p> <p><b>Collins lesson 1.</b> Use resource 8 to plot Silk Road. Name modern day countries that it passes through. Relate to tropics. Add tropics to map.</p>	<p><a href="#">ways-technology-can-affect-health-and-well-being-both-positively-e-g-mindfulness-apps-and-negatively/?from=years</a></p> <p>How technology can affect well-being and health. Lesson 1</p>	
<p><b>3.10- 3.20</b> <b>Staggered</b> <b>Dismissal</b></p>					